

THE MORIAH FUND – NETANYA INITIATIVE

Balanced Literacy Using the Workshop Model of Instruction

2007-08
Summary of Literacy Results

December 2008

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Introduction

Overview

The *Netanya Initiative* is a pilot program intended to significantly raise achievement levels of all students in elementary schools with high concentrations of pupils of Ethiopian origin. The initiative aims to improve teaching and learning in the classroom, while strengthening parent involvement and overall school management and leadership. The Initiative has official approval from Israel's Ministry of Education and the Municipality of Netanya, both of which work actively to support our efforts.

Ethiopian-Israeli children typically lag far behind their peers. According to the Israeli Ministry of Education, approximately 38% of Ethiopian-Israeli children ages 6-14 do not read at grade level. On standardized tests administered to all Israeli school children in 5th grade, there is a 17% gap in Hebrew language skills compared to the general Israeli Jewish student population.¹ Among more recent Ethiopian immigrants who have been in Israel up to three years, the gap grows to 41%. A January 2007 Knesset Research and Information Center report stated that "Ethiopian-Israeli elementary children suffer from a clear deficiency in basic language and reading skills at all grades levels (kindergarten – 6th grade).

The Netanya Initiative was launched in 2007 to address this achievement gap. In the 2007-08 school year, the initiative operated in four elementary schools. At the start of the 2008-09 school year, three additional elementary schools joined the Initiative. In total, four schools are from the State religious school system, and three from the State non-religious school system. The concentration of Ethiopian pupils in these schools ranges from 20% to 97%.

It is important to note that the Initiative works for the benefit of all the pupils in the schools, not only the Ethiopian pupils.

This report summarizes the outcomes of our efforts to implement a balanced literacy model in these pilot schools. The tables document reading progress in the classes that participated in the *Moriah Fund Netanya Initiative* in 2007-08. Since we are still in the process of introducing the model into the schools, we include data on classes that learned in the model for the full year (due to the testing dates, this is described as 9 months), classes that learned in the model for approximately 4-5 months, and classes that learned in the model for only 2-3 months. Due to the brevity of the experience, we have not provided Class Progress Tables for the classes which learned in the model only 2-3 months, nor have we included them in our Summary Tables.

¹ Based upon the School Efficiency and Growth Rating (SEGR). Data cited here are from a 2007 report prepared by the Israel Association for Ethiopian Jewry.

Differentiated Teaching & Learning

Our instructional model is *differentiated*, or individualized, and is guided by ongoing student assessment. In other words, pupil performance in all aspects of literacy is regularly assessed and the teacher uses this information to customize (differentiate) his or her instructional plan for the pupil. This data-driven model of instruction was largely unfamiliar to the schools and classrooms at the launch of the initiative. One of our goals is to demonstrate the value of differentiated instruction that is informed by ongoing student assessment so that this model can be replicated elsewhere in Israel.

Central to a differentiated instructional approach is the use of meaningful performance data. We use two main assessment tools within the initiative:

- **Running Record** – We developed a Hebrew version of the *Running Record*, a widely used reading assessment tool, pioneered in the United States by Marie Clay. The *Running Record* is administered verbally by the teacher or Literacy Coach to an individual pupil. The pupil is assigned an overall reading level based on his or her reading *fluency*, *accuracy* and *comprehension*. (The pupil must advance in all three categories in order to advance to the next level.) Pupils from grades 1-6 are located on a 30-level scale and are expected to progress approximately 4 levels per year. Children entering first grade are expected to start at Level 1 and reach Level 5 by the end of the year; in Second Grade, pupils should progress from Level 6 to Level 10, in Third Grade, from Level 11 to Level 15, and so on. The levels for each grade have been designed to match the Israeli Ministry of Education reading standards.
- **Written Reading Comprehension Test** - We also deploy a *Written Reading Comprehension Test*, which is administered four times a year and is based on the standardized tests used by Israel's Ministry of Education.

As the tables in the report illustrate, we have found a fairly consistent correlation between our assessments of pupils according to the *Running Record* and according to the *Written Reading Comprehension Test*.

Key Outcomes

The goal of our initiative is not only to increase outcomes among students attending the participating schools, but to close the achievement gap between Ethiopian-Israeli students and their peers. This requires that we *accelerate* learning among the students. Findings from the pilot initiative are promising in this regard:

- Students in the model learned *faster*, often learning in excess of 150% of the expected gain rate.
- 87-88% of our students met or exceeded expectations for reading level progress.
- The expected progress for classes learning in the model for 9 months was 4 reading levels. The actual overall average progress was 6.34 levels.

- The expected progress for classes learning in the model for 4-5 months was 2 reading levels. The actual overall average progress was 3.45 levels.
- In one class, all pupils advanced more than 4 levels, with an average progress of more than 6 levels.
- In another class, students doubled their rate of expected learning and closed achievement gaps by more than an entire grade level.
- The model consistently *succeeded in helping high achievers and low achievers to make substantial progress*.
- Most pupils who began learning in the model *above standard* in their reading level, ended the year even more above standard.
- Out of 39 pupils who lacked Basic Reading Proficiency when they started learning in the model, 37 acquired Basic Reading Proficiency by the end of the year.
- The correlation between the results from the two kinds of assessment tools (*Running Record* and the *Written Reading Comprehension Test*) is high, and the correlation increases the longer the pupils learn in the model.

Included in this report are detailed tables of outcomes for all classes that participated in the pilot initiative. The very existence of these tables is a significant achievement for these schools as we are able to see clearly in these tables how well classes are progressing in their literacy levels. In the classroom, as the teacher reviews this data for each student, the teacher has a powerful resource to identify each student's specific needs and customize the instructional program appropriately. Then, with the follow-up assessment, the teacher can measure the impact of the instructional changes to make sure that teaching and learning are fully aligned.

More broadly, we hope that this report illustrates that the Initiative's mission is valid: the achievement gaps among Israel's students can be closed, and this can be done quickly, if we use the right tools and methods.

Partners in the Initiative

The Moriah Fund is the operating agency in this project. The Moriah Fund was established in 1985 to perpetuate the lifelong philanthropic commitment of its founders, Robert and Clarence Efroymsen. Their philosophy of giving was rooted in fundamental Jewish values: a concern for the disadvantaged and an emphasis on self-help; a commitment to equity and justice; and a desire to improve the quality of life for Jews and non-Jews alike. In accordance with these values, the mission and operations of the Moriah Fund incorporate concern for the basic needs of all people - especially the most disadvantaged - and for the well-being and continuation of the Jewish people. Moriah's grantmaking program seeks to promote human rights and democracy, help disadvantaged people gain self-sufficiency and control over their lives, foster sustainable development, and promote women's rights and reproductive health. Moriah supports programs that strengthen local involvement, leadership and institutional development. The Fund focuses on areas where private funding can make a difference, that is, areas that receive inadequate government funds, or that leverage public and private support through advocacy and the modeling of innovative programs.

The Moriah Fund works in coordination and consultation with our partners; the *Center for Educational Innovation - Public Education Association* (CEI-PEA) in New York, and *Fidel: the Association for Education and Social Integration of Ethiopian Jews in Israel*. CEI-PEA is a nonprofit organization that creates successful public schools and educational programs, providing hands-on support to more than 220 public, charter and private schools in the New York City area.

The vision of the **Fidel Association** (“Fidel” = means alphabet in Amharic) is for the Ethiopian immigrant community in Israel to be involved in shaping society, through education and social activity. The Fidel Association has more than twelve years of experience in community development, training and supervising educational-social *Megashrim*/Mediators from the Ethiopian community to work in Israeli schools. The organization operates in cities and neighborhoods which have high concentrations of immigrants of Ethiopian origin. The Mediators/Megashrim provide assistance to pupils and their families for better integration into Israeli society. An authentic dialogue with school faculty helps enable every boy and girl of Ethiopian descent in Israel to realize their full personal potential in the Israeli educational system and subsequently in their full integration into Israeli society.

In addition to our operating partners, and ongoing support from the Moriah Fund, the Initiative’s success is dependent upon the generosity of our supporting partners: Yad HaNadiv, the Steinhardt Foundation, Unbound Philanthropy, the Chais Family Foundation, the Jacob and Hilda Blaustein Foundation, the London-based Pears Foundation, and several individual anonymous donors.

For More Information

We are actively seeking additional strategic and supporting partners for this Initiative. If you would like to join the initiative or learn more about our work, please contact:

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How to read a Class Progress Table:

This table shows results of assessments conducted in October 2007, one month after school began, and in May 2008, one month prior to the end of the year. (Pupils were also assessed in December 2007, and in March 2008.)

- The **pink** columns show the Reading Level as determined by application of the *Running Record*. The **blue** columns reveal scores on Written Reading Comprehension Exams, modeled on the state standardized tests.
- The **purple** columns compare the pupil's reading level to the standard expected reading level at the time of assessment. According to our scale, for example, third graders in October are expected to be at level 11. Pupils, such as Pupil #13, who had a reading level of 11 in October, started the year **at standard**.
- Pupils who had a reading level higher than 11 in October, or higher than 15 in May, are **above standard**. Pupil #5 started the year at Level 13, two levels *above standard*.
- Pupils who had a reading level lower than 11 in October, began the year **below standard**. This is recorded in the purple column as a negative score. Pupil #1, for example had a reading level of 6 in October. This pupil was 5 levels below the standard at this time, and his or her score in the purple column was -5. According to the reading level, this pupil was more than a year behind.

The **last 3 columns** display **pupil progress** from when the class began learning in the model until the end of the year.

- The third purple column, labeled *Progress*, highlights the progress each pupil has made in number of reading levels. Pupil #1, for example, started at level 6 and advanced to level 11. This pupil progressed 5 levels during these 9 months.
- The **green** column shows the number of levels a pupil advanced beyond the four levels normative progress expected of all pupils. Pupils who **start below standard and advance more than four levels in a given year**, can be said to be **closing gaps**; they have begun to close the gap between their reading level and the expected reading level for their grade at the time of the assessment. Any pupil who Pupil #2 started at Level 3, eight levels *below standard*. This pupil finished the year at Level 10, five levels below standard. Although the pupil is still below standard, he or she closed the gap by three levels. Pupil #6 started the year at Level 6, four levels below standard, but finished the year at Level 16, one level above standard. This pupil advanced 10 levels in one year. Since pupils are expected to advance four levels in one year, this is equivalent to more than two years' expected progress.
- If a pupil has progressed less than expected (less than 4 levels in one year) this score would be negative. In this particular class, all the pupils progressed more than the four expected levels. Pupils who begin *at level* or *above level*, and who progress more than four levels, are not closing gaps because they did not start out behind, but like any pupils who advances more than four levels in a year, they can be said to **exceed expectation**.
- The final **blue** column shows us the Change in the Reading Comprehension Score on the Standardized Written Test, between the test administered at the start and end of the time leaning in the model. You can see that most

pupils improved in the written test as well. We have seen a fairly consistent correlation between test scores using our two assessment tools, as will be presented further on.

Rashi School - Third Grade #1 : Nine Months in the Model

pupil #	Date 10/1/07 One Month in Model			Date 5/30/08 Nine Months in Model			Progress while learning in the Model		
	Reading Evaluation - Running Records		Standardized Written Test	Reading Evaluation - Running Records		Standardized Written Test	Progress	# of Levels Advanced	Standardized Written Test
	Reading Level (1-30)	Compared to Standard - level 11	Reading Comp.Score (out of 100%)	Reading Level (1-30)	Compared to Standard - level 15	Reading Comp.Score (out of 100%)	in # of Reading Levels	beyond expected 4 levels	CHANGE in Reading Comp.Score
1	6	-5	66	11	-4	77	5	1	11
2	3	-8	46	10	-5	NT	7	3	.
3	4	-7	74	15	0	80	11	7	6
4	6	-5	68	13	-2	85	7	3	17
5	13	2	79	20	5	100	7	3	21
6	6	-5	59	16	1	80	10	6	21
7	7	-4	74	17	2	85	10	6	11
8	6	-5	57	11	-4	87	5	1	30
9	5	-6	63	12	-3	70	7	3	7
10	3	-8	46	10	-5	35	7	3	-11
11	7	-4	72	17	2	90	10	6	18
12	5	-6	63	13	-2	80	8	4	17
13	11	0	77	20	5	95	9	5	18
14	3	-8	39	11	-4	60	8	4	21
15	12	1	81	20	5	97	8	4	16
16	4	-7	63	12	-3	73	8	4	10
17	5	-6	59	15	0	80	10	6	21
18	3	-8	54	12	-3	45	9	5	-9
19	4	-7	74	12	-3	78	8	4	4
20	4	-7	61	15	0	88	11	7	27
21	6	-5	61	NT	NT	NT	.	.	.
22	11	0	77	20	5	95	9	5	18
23	5	-6	63	11	-4	68	6	2	5
24	6	-5	81	19	4	100	13	9	19
25	8	-3	74	13	-2	86	5	1	12
26	12	1	83	20	5	99	8	4	16
27	2	-9	48	10	-5	47	8	4	-1
28	4	-7	74	13	-2	84	9	5	10
Average	6.11	-4.89	65.57	14.37	-0.63	79.38	8.26	4.26	13.58

1	NA - Not Applicable. Pupils who lacked Basic Reading Proficiency and therefore could not attempt the Exam. NT - Not Tested. Pupils who were not tested for other reasons.
	Red number pupil - pupils who have learning difficulties and learn in a special program but also are integrated into the mainstream class
	Change in Reading Comp. Score is calculated ONLY for those pupils who were tested twice, therefore the average change is not equal to the difference between the two tests.

Class Findings – Rashi School - Third Grade Class #1:

Reading Progress:

As shown in the third purple column, labeled *Progress*, 27 out of 28 pupils made more than one year’s progress (*an advance of 4 levels*) in their reading levels, including the lone *special needs learner* in the class.

As can be seen in the green column, 18 pupils made progress of an additional four levels beyond the expected four, or eight levels or more in total. In fact, the average progress of the class was more than eight levels; what we would expect normally over two years.

Relation to Standard: At the start of the year, as can be seen in the first purple column, only 5 pupils were *at or above standard* for reading levels. 19 out of 28 pupils were at least 5 levels below standard. In other words, at the start of Third Grade, more than two thirds of the class was a year behind or more.

As shown in the second purple column, by the end of Third Grade, 12 pupils were *at or above standard*. Five of the pupils who had begun the year *at or above standard* who were now five levels *above standard* (more than a full year ahead).

While just over half the class finished the year still below standard, almost every child in the class made more than a year’s progress (see green column), meaning that those who started below standard were able to close gaps.

Overall, the model *succeeded in helping high achievers and low achievers to make substantial progress*.

Basic Reading Proficiency

Ten pupils, more than one third of the class, tested at the start of the year as lacking *Basic Reading Proficiency* (Level 5). BRP is the reading ability expected in Israel of a pupil finishing first grade. All ten of these pupils acquired *Basic Reading Proficiency* by the end of the year.

Written Reading Comprehension Scores

As seen in the blue columns, test scores on the written *Reading Comprehension Exam* also improved in fairly consistent correlation to the progress on the Running Record. All but one pupil (#27) improved their written test scores, and most improved them substantially.

In this class, very few pupils did not take both the written exam at the beginning and end of the year. As seen in the last blue column, class average improved by almost 9 points over the year. When we consider only the pupils who took the exams both at the start and end of the year, we see the average increase jump to more than 13 points.

Shachal School - Third Grade #3 : Nine Months in the Model

# pupl	Date 10/1/07 One Month in Model			Date 5/30/08 Nine Months in Model			Progress while learning in the Model		
	Reading Evaluation - Running Records		Standardized Written Test	Reading Evaluation - Running Records		Standardized Written Test	Progress	# of Levels Advanced	Standardized Written Test
	Reading Level (1-30)	Compared to Standard - level 11	Reading Comp.Score (out of 100%)	Reading Level (1-30)	Compared to Standard - level 15	Reading Comp.Score (out of 100%)	in # of Reading Levels	beyond expected 4 levels	CHANGE in Reading Comp.Score
1	3	-8	NA	13	-2	76	10	6	.
2	9	-2	63	12	-3	89	3	-1	26.0
3	11	0	90	19	4	96	8	4	6.0
4	10	-1	65	13	-2	83	3	-1	17.6
5	10	-1	67	14	-1	92	4	0	25.0
6	10	-1	45	14	-1	79	4	0	34.0
7	7	-4	63	15	0	92	8	4	29.0
8	2	-9	NA	8	-7	77	6	2	.
9	11	0	85	19	4	93	8	4	8.5
10	11	0	81	20	5	91	9	5	10.0
11	1	-10	NA	5	-10	70	4	0	.
12	1	-10	NA	4	-11	27	3	-1	.
13	6	-5	65	10	-5	87	4	0	22.0
14	6	-5	76	14	-1	82	8	4	6.0
15	10	-1	65	15	0	86	5	1	21.0
16	10	-1	83	15	0	96	5	1	12.7
17	1	-10	NA	6	-9	47	5	1	.
18	6	-5	61	11	-4	78	5	1	17.3
19	2	-9	NA	8	-7	NT	6	2	.
20	11	0	78	17	2	89	6	2	11.1
21	3	-8	74	10	-5	63	7	3	-11.0
22	11	0	76	20	5	91	9	5	15.3
23	1	-10	56	9	-6	77	8	4	21.0
24	11	0	90	17	2	93	6	2	3.5
25	8	-3	74	14	-1	87	6	2	13.0
26	NA	NA	NA	6	-9	61	NA	NA	.
Average	6.88	-4.12	71.42	12.62	-2.38	80.12	6.00	2.00	15.15

2	<i>NA - Not Applicable. Pupils who lacked Basic Reading Proficiency and therefore could not attempt the Exam. NT - Not Tested. Pupils who were not tested for other reasons.</i>
	<i>Red number pupil - pupils who have learning difficulties and learn in a special program but also are integrated into the mainstream class</i>
	Change in Reading Comp. Score is calculated ONLY for those pupils who were tested twice, therefore the average change is not equal to the difference between the two tests' averages.

Class Findings – Shachal School, Third Grade Class #3:

Reading Progress: As shown in the third purple column, labeled *Progress*, 18 out of 26 pupils made more than one year’s progress (*an advance of 4 levels*) in their reading levels. As can be seen in the green column, eight pupils made progress of another four levels beyond the expected four, or eight levels in total; they made approximately two years reading progress in one year. Equally striking is that five out of seven pupils labeled as *special needs learners*, also made at least one year’s progress, and a few surpassed this.

On average, the pupils gained six levels, two more levels than what might be expected. Eleven of the pupils who started the year below standard made progress of more than four levels, meaning that they began to *close the gap* between their reading level and the expected standard for their grade. On average, the pupils who had started below standard were able to close gaps of 1.5 reading levels.

Relation to Standard: At the start of the year, as can be seen in the first purple column, only 6 pupils were *at standard* for reading levels, and 20 pupils were below standard. No pupils were above standard, and 12 out of 26 pupils were at least 5 levels below standard; this last group was a year behind or more. By the end of Third Grade, as seen in the second purple column, all six of the pupils who had started the year at standard, were well above standard, and three more had reached standard (including a special needs learner.) The majority of the class was still below standard, but they had made an average of more than one year’s progress (six levels).

Basic Reading Proficiency

Eight out of 26 pupils, almost one third of the class, tested at reading levels below Level 5; i.e. lacking *Basic Reading Proficiency* – the reading ability of a child finishing first grade). Four of these pupils, including one pupil not categorized as having Special Needs, started Third Grade at level 1; the equivalent of a pupil entering First Grade. By the end of the year, seven out of eight of these pupils had acquired *Basic Reading Proficiency*.

Written Reading Comprehension Scores

As seen in the blue columns, test scores on the written Reading Comprehension Exam also improved in fairly consistent correlation to the progress on the Running Record, *for those children who were tested at the beginning of the year.** As seen in the final blue column, the class average improved by almost nine points over the year. When we assess only the pupils who took the exams both at the start and end of the year, we see the average increase jump to more than 15 points.

*As noted above, this class included a large number of pupils who started the year lacking *Basic Reading Proficiency*. These pupils were not given the Third Grade Reading Comprehension Exam, because it was determined that they would not have been able to understand the instructions or questions, and it was felt the experience would be so frustrating as to be counterproductive.

Nordau School - Third Grade #1 : Nine Months in the Model

pupil #	Date 10/1/07 One Month in Model			Date 5/30/08 Nine Months in Model			Progress while learning in the Model		
	Reading Evaluation - Running Records		Standardized Written Test	Reading Evaluation - Running Records		Standardized Written Test	Progress	# of Levels Advanced	Standardized Written Test
	Reading Level (1-30)	Compared to Standard - level 11	Reading Comp.Score (out of 100%)	Reading Level (1-30)	Compared to Standard - level 15	Reading Comp.Score (out of 100%)	in # of Reading Levels	beyond expected 4 levels	CHANGE in Reading Comp.Score
1	3	-8	50	8	-7	51	5	1	1
2	8	-3	86	16	1	82	8	4	-4
3	8	-3	72	14	-1	70	6	2	-2
4	10	-1	70	14	-1	73	4	0	3
5	11	0	79	16	1	90	5	1	11
6	5	-6	61	13	-2	70	8	4	9
7	5	-6	57	14	-1	NT	9	5	.
8	14	3	83	17	2	89	3	-1	6
9	5	-6	NT	11	-4	69	6	2	.
10	3	-8	NA	8	-7	NT	5	1	.
11	10	-1	61	13	-2	66	3	-1	5
12	NA	NA	NA	NA	NA	NA	.	.	.
13	9	-2	61	11	-4	59	2	-2	-2
14	4	-7	NA	8	-7	NT	4	0	.
15	11	0	NT	17	2	87	6	2	.
16	4	-7	NA	8	-7	NT	4	0	.
17	13	2	88	19	4	100	6	2	12
18	7	-4	74	13	-2	69	6	2	-5
19	8	-3	66	11	-4	79	3	-1	13
20	5	-6	NT	10	-5	NT	5	1	.
21	10	-1	70	16	1	90	6	2	20
22	10	-1	52	15	0	80	5	1	28
23	9	-2	52	14	-1	75	5	1	23
24	6	-5	70	15	0	82	9	5	12
25	11	0	70	13	-2	80	2	-2	10
26	10	-1	63	14	-1	70	4	0	7
27	12	1	70	17	2	92	5	1	22
28	16	5	66	16	1	97	0	-4	31
29	8	-3	77	11	-4	77	3	-1	0
30	5	-6	63	14	-1	70	9	5	7
31	8	-3	90	NT	NT	73	.	.	-17
32	9	-2	72	16	1	90	7	3	18

33	6	-5	NT	10	-5	70	4	0	.
34	6	-5	70	11	-4	86	5	1	16
35	7	-4	39	11	-4	68	4	0	29
Average	8.12	-2.88	67.85	13.15	-1.85	77.72	5.03	1.03	9.73

Class Findings – Nordau School, Third Grade Class #1:

Reading Progress:

This class was particularly challenging because of its size. The large number of pupils (35) presented difficulties we did not encounter in our other classes. While there was still substantial progress, this was the one class (of those working in the model for nine months) which also has a group of pupils (7) who did not meet the standard expected progress of four reading levels. Like our other classes in 2007-08, both the coach and the teacher were deploying the model for the first time, but in this case, the lack of experience was more problematic.

As shown in the third purple column, labeled *Progress*, 20 out of 35 pupils made more than one year's progress (*an advance of 4 levels*) in their reading levels.

Five pupils made progress of an additional four levels beyond the expected four, (see the green column) meaning eight levels in total, or approximately two years reading progress in one year. Seven pupils were not able to meet the expected four levels of progress, and one made no progress at all (see third purple column).

On average, the pupils gained approximately five levels, one level more than what might be expected. 16 of the pupils who started the year below standard made progress of more than four levels, meaning that they began to *close the gap* between their reading level and the expected standard for their grade.

Relation to Standard: At the start of the year, as can be seen in the first purple column, four pupils were above standard for reading levels, three pupils were *at standard*, and 27 pupils were below standard. 14 out of 35 pupils were at least 4 levels below standard; this last group was a year behind or more, and some were two years behind. By the end of Third Grade (see the second purple column), nine pupils were above standard, and two more had reached standard. The majority of the class was still below standard, but they had made an average of more than one year's progress (five levels).

Basic Reading Proficiency

Four out of 26 pupils tested at initial reading levels below Level 5 (see first purple column); i.e. lacking *Basic Reading Proficiency* – the reading ability of a child finishing first grade (*for more, see above*). By the end of the year, all four had acquired *Basic Reading Proficiency*.

Written Reading Comprehension Scores

As seen in the blue columns, test scores on the written Reading Comprehension Exam also improved in fairly consistent correlation to the progress on the Running Record, *for those children who were tested at the beginning and end of the year.** As seen in the final blue column, labeled *Change in Written Reading Comprehension Test Scores*, the class average improved by almost ten points over the year.

**This class included a large number of pupils who were not tested at the end of the year. The Core (or homeroom) teacher who was responsible for teaching the literacy block went on maternity leave near the end of the year, and her replacement did not to administer the final written reading comprehension exams to all of the pupils in the class.*

B) Summary Tables 2007-08:

Average Progress

The tables below summarize the reading progress of pupils in the six classes which learned in the model either for 9 months or for 4-5 months.

Table 1: Average Reading Levels at the Beginning of Learning in the Model and at the End of the Year

Months in the Model	School	Class (Grade & class number)	Number of Pupils	Average Reading Level at the:		
				Beginning of Learning in the Model	End-of-year	Overall Progress
9 months Expected Progress = 4 Levels	Rashi	Third #1	28	6.11	14.37	8.26
	Shahal	Third #3	26	6.62	12.62	6.00
	Nordau	Third #1	35	8.12	13.15	5.03
	Total		89			
5 months Expected Progress = 2 Levels	Rashi	Second #2	20	6.10	10.65	4.55
	Shahal	Third #2	23	9.64	13.00	3.36
	Nordau	Third #2	36	9.47	12.36	2.89
	Total		79			

Findings

- The peach-colored column shows the average beginning level in the Third Grade classes which started learning in the model in September. The average reading level was **Level 8** in one class, and **Level 6-7** in the other two classes. Since the **Standard Grade Level** at the start of Third Grade is **Level 11**, the average for all three classes was below or well below Grade Level.
- As shown in the orange column, there was substantial improvement in all three classes. The expected progress for one year would be 4 reading levels, but the average increase in reading levels in these classes ranged from 5-8 levels. The most outstanding progress was demonstrated by the Rashi Third Grade #1 class, which achieved an average improvement of 8.26 reading levels; two years progress in one.

- Similar results are seen in the 4-5 months classes, in proportion to the time the class learned in the model. Note that here one of the classes is a Second Grade class, and the Standard Grade Level of Second Grade in December is Level 8, i.e. this class began learning in the model two levels below Standard. All three classes which joined the Model in December progressed more than the 2 levels expected – Rashi Second Grade Class #2 progressed 4.55 levels; Shachal Third Grade Class #2 progressed 3.36 levels; and Nordau Third Grade Class #2 advanced 2.89 levels.

Table 2: Progress in Reading Levels Compared to Expected Progress

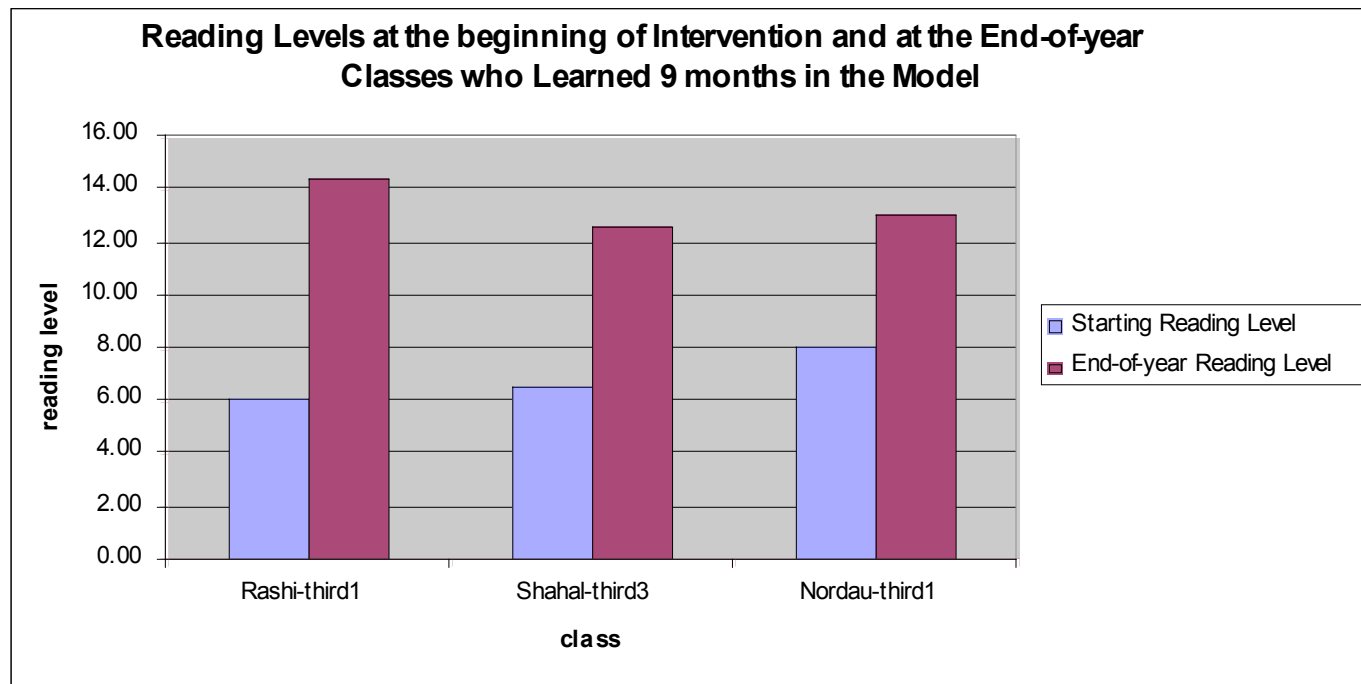
Months in the Model	School	Class	Number of Pupils	Number of Pupils who:		
				Did Not Meet Expectations	Met Expectations	Exceeded Expectations
9 months Expected Progress = 4 Levels	Rashi	Third 1	27	0	0	27
	Shahal	Third 3	25	3	4	18
	Nordau	Third 1	33	7	6	20
		Sub- Total for 9 month, classes	85	10 (12%)	10 (12%)	65 (76%)
4-5 months Expected Progress = 2 levels	Rashi	Second 2	20	1	1	18
	Shahal	Third 2	22	2	5	15
	Nordau	Third 2	36	9	9	18
		Sub-Total for 4-5 month classes	78	12 (15%)	15 (19%)	51 (66%)
Total by Grade		3rd grades	143	21	24	98
		2nd grades	20	1	1	18
		TOTAL	163*	22 (14%)	25 (15%)	116 (71%)

Findings:

Pupils learning in the model for 9 months are expected to advance 4 levels, while pupils learning for 4-5 months are expected to advance 2 levels. By adding the orange and mustard columns, you see that from 86% to 88% met or exceeded expectations. Results were similar for the shorter and longer time periods.

*Out of 163 pupils, there are 5 missing values, i.e.; pupils with data only on one date, either beginning or end.

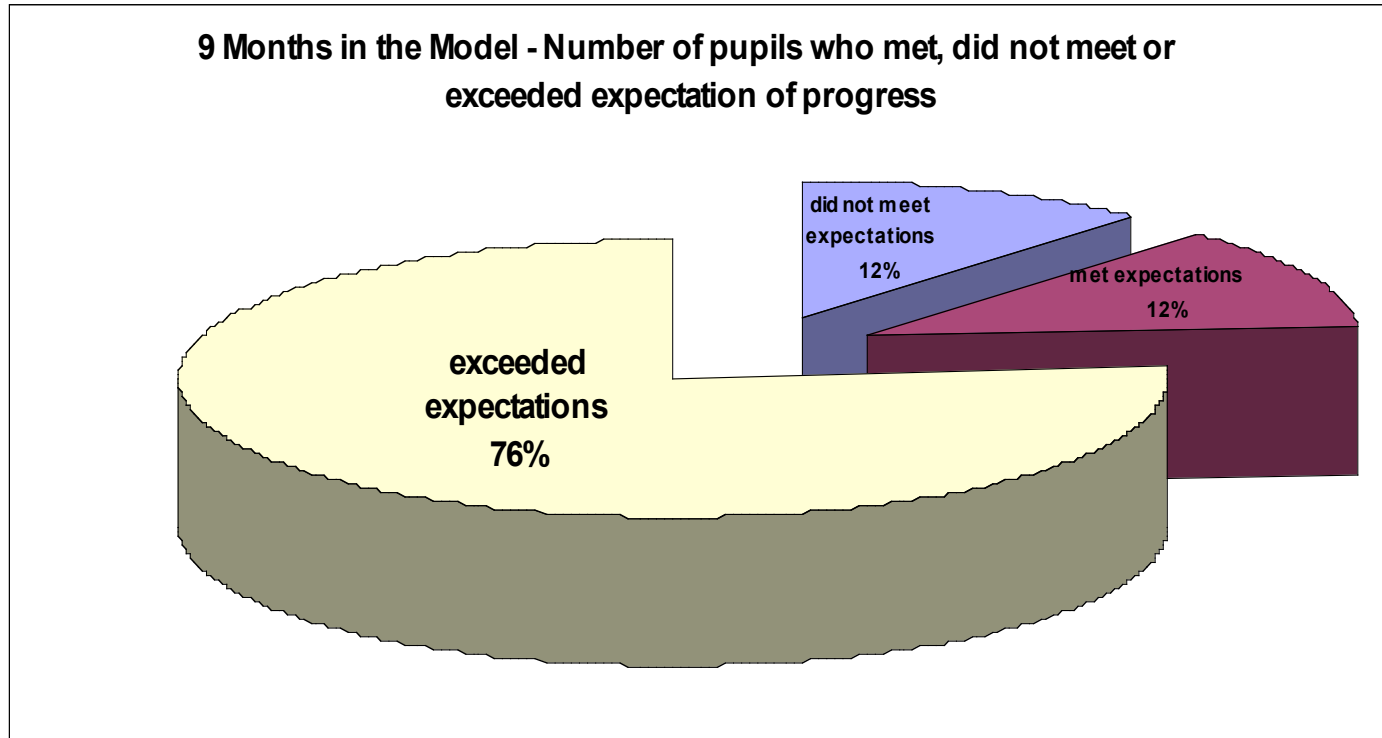
Table 3: Improvement in Reading Levels for Classes which Learned for 9 months in the Model



Findings:

Table 3 shows the dramatic improvement in Reading Levels for each of the three classes which learned in the model for the full year.

Table 4: Expectations Pie Chart



Findings: The pie chart shows that more than $\frac{3}{4}$ of the pupils who learned in the model for nine months exceeded expectations regarding the number of reading levels a pupil is expected to advance in a given year.

Acquisition of Basic Reading Proficiency

When we assessed the pupils entering the Model we met with many pupils, including many Third Graders, who were not only below standard, but also who lacked **Basic Reading Proficiency***. In other words, they could not read at the level expected of pupils finishing First Grade.

Table 5: Acquisition of Basic Reading Proficiency During the time period of the Model

Months in the Model	School	Class	Number of Pupils	Number of Pupils who were lacking Basic Reading Proficiency:		Number of Pupils who gained Basic Reading Proficiency while learning in the Model
				At the beginning of Learning in the Model	By the End-of-Year	
9 months Expected Progress = 4	Rashi	Third 1	28	10	0	10
	Shahal	Third 3	26	8	1	7
	Nordau	Third 1	35	4	0	4
	All		89	22	1	21
5 months Expected Progress= 2	Rashi	Second 2	20	7	1	6
	Shahal	Third 2	23	2	0	2
	Nordau	Third 2	36	8	0	8
	All		79	17	1	16
Over-All		3rd grades	148	32	1	31
		2nd grades	20	7	1	6
		All	168	39	2	37

- In Israel, pupils at the end of First Grade are expected to have acquired reading skills sufficient to pass a comprehensive reading assessment. Children who pass this assessment are considered “readers.” We have set our Reading Level #5 at a point roughly equivalent to this reading stage. We will refer to this line of demarcation as “Basic Reading Proficiency (BRP).”
- *It should be noted that unlike the United States, kindergartens in Israel are not part of elementary schools, and kindergarteners are not expected to receive systematic instruction in reading and writing.*

Table 6: Progress in Number of Reading Levels of pupils who started without Basic Reading proficiency

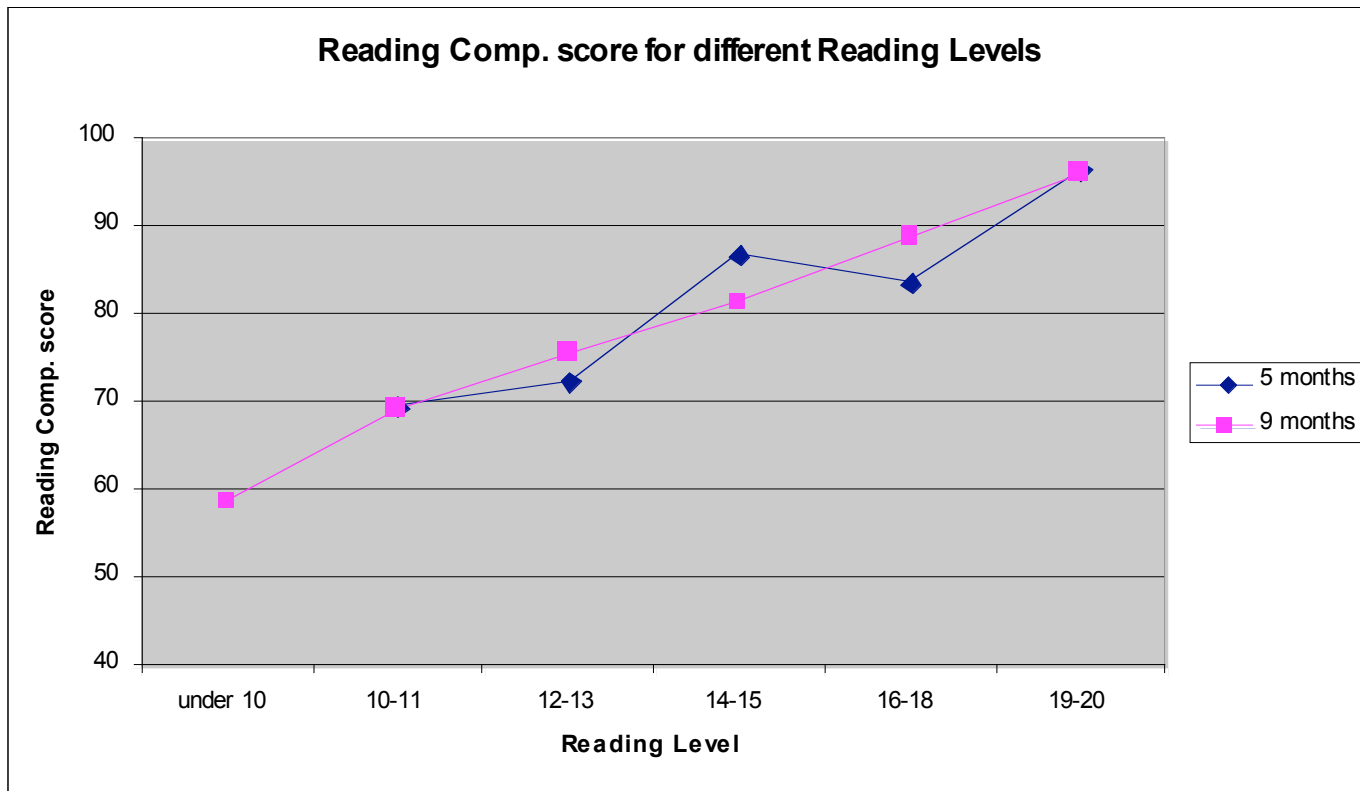
Months in the Model	School	Class	Number of Pupils	Average Reading Level		
				Entering the model	By the end of the year	Progress in # of reading levels
9 months	Rashi	Third 1	10	3.40	12.00	8.60
	Shahal	Third 3	8	1.75	7.88	6.13
	Nordau	Third 1	4	3.50	8.00	4.50
	All		22	2.82	9.77	6.95
5 months	Rashi	Second 2	7	3.14	7.57	4.43
	Shahal	Third 2	2	3.50	7.00	3.50
	Nordau	Third 2	8	3.88	9.13	5.25
	All		17	3.53	8.24	4.71
Over-all		3rd grades	32	3.13	9.44	6.31
		2nd grades	7	3.14	7.57	4.43
		All	39	3.12	9.10	5.97

Findings: Tables 5 & 6 demonstrate the significant progress made by the pupils who lacked Basic Reading Proficiency when they began learning in the model. For three classes, this was at the beginning of Third Grade; for two classes this was the middle of Third Grade, and for one class, the middle of Second Grade. These were the lowest achievers in their classes at the point at which the model was introduced. Overall these lowest achievers averaged an impressive gain of almost six reading levels, and almost all of them gained Basic Reading Proficiency by the end of the year.

**Correlations between results from the two assessment tools:
The Running Record and the Written Standardized Reading Comprehension Test.**

Table 7: Correlation between the Running Records & the Written Reading Comp. Test

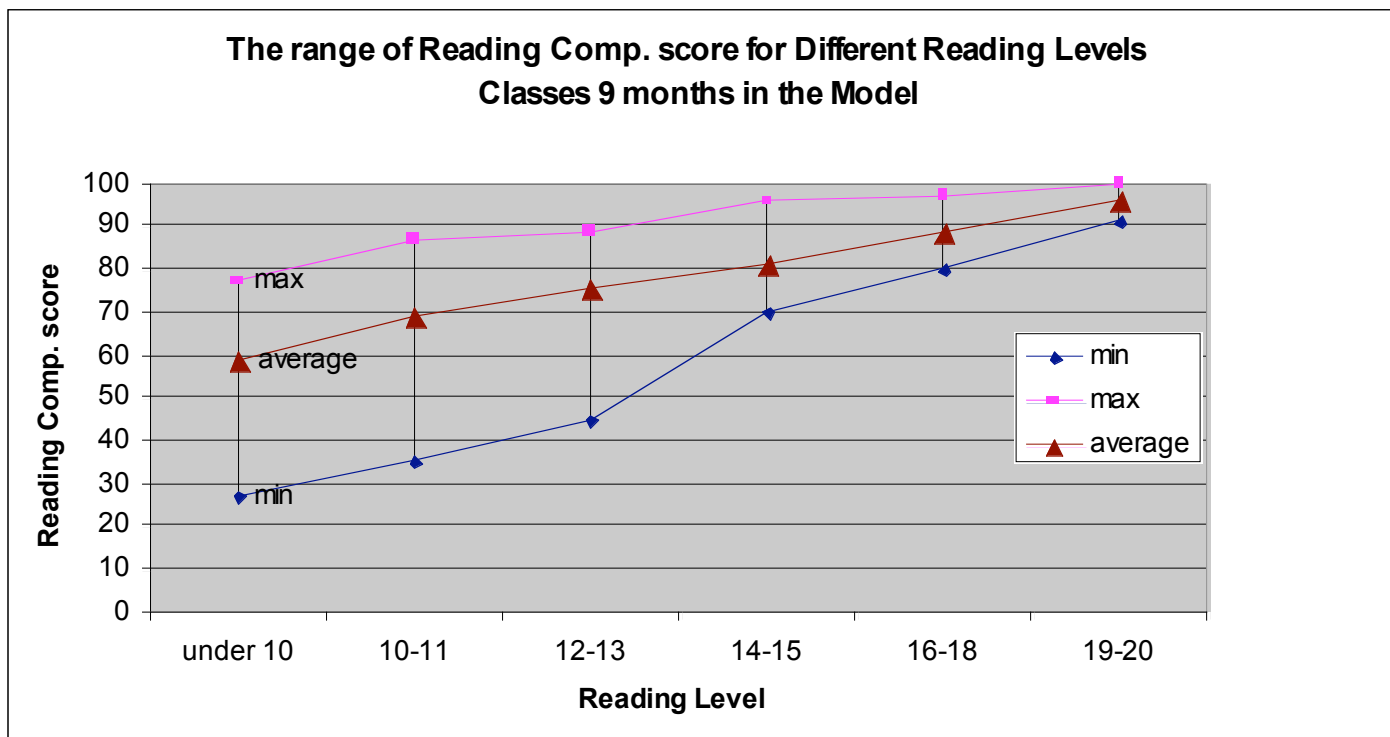
For each level of Reading we calculated the average Reading Comprehension score. The levels of Reading were grouped into 6 categories to simplify the graph.



Findings: In general, the higher the reading level of the pupil, the higher the score the pupil gained on the Written Reading Comprehension Exam. Pupils who learned in the model for 9 months in Reading Levels 12-13 achieved, on average, a score of 76 (out of 100) in the written exam, while pupils at levels 14-15 averaged a score of 81 (the pink line). The same can be seen for the 4-5 months classes (the blue line).

The correlation between the results gathered from the two different assessment tools for the classes learning in the model for 9 months was 0.77, which is considered high, while in the 5 month classes it was smaller but still statistically significant at 0.51. In this graph the pink line represent the correlation of 0.77, and the blue line represent the correlation of 0.51.

Note that these lines are the average scores - specific pupils may have gained a score a little higher or lower. In the graph below you can see the range of scores for each reading level.



Findings

The correlation between the results from the two kinds of assessment tools is high, and becomes increasingly higher the longer the pupils learn in the model. Since the State measure success according to test scores on Written Standardized Exams, this is a crucial indicator that the Initiative is headed in the right direction; it promises tool produce not only independent readers and writers, but pupils who will improve according to State standards.

Appendix

Shahal School - Third Grade #2 : Five Months in the Model

# pupil	Date 12/15/07 Entering the Model			Date 5/30/08 Five Months in Model			Progress while learning in the Model		
	Reading Evaluation - Running Records		Standardized Written Test	Reading Evaluation - Running Records		Standardized Written Test	Progress	Number of Levels Advanced	Standardized Written Test
	Reading Level (1-30)	Compared to Standard - level 13	Reading Comp. Score (out of 100%)	Reading Level (1-30)	Compared to Standard - level 15	Reading Comp. Score (out of 100%)	in # of Reading Levels	beyond expected 2 levels	CHANGE in Reading Comp. Score
1	9	-4	65	12	-3	82	3	1	17
2	11	-2	83	13	-2	80	2	0	-3
3	8	-5	81	11	-4	92	3	1	11
4	14	1	51	16	1	80	2	0	29
5	15	2	9	19	4	96	4	2	87
6	NA	NA	NA	NA	NA	NA	.	.	.
7	6	-7	65	9	-6	92	3	1	27
8	9	-4	71	14	-1	NT	5	3	.
9	10	-3	86	17	2	97	7	5	11
10	3	-10	NA	5	-10	63	2	0	.
11	6	-7	78	11	-4	NT	5	3	.
12	6	-7	69	10	-5	83	4	2	14
13	15	2	81	18	3	85	3	1	4
14	10	-3	68	14	-1	89	4	2	21
15	4	-9	NA	9	-6	82	5	3	.
16	9	-4	75	11	-4	89	2	0	14
17	14	1	86	20	5	97	6	4	11
18	14	1	90	17	2	91	3	1	1
19	10	-3	83	12	-3	83	2	0	0
20	11	-2	66	16	1	80	5	3	14
21	9	-4	65	10	-5	78	1	-1	13
22	8	-5	62	11	-4	70	3	1	8
23	11	-2	71	11	-4	70	0	-2	-1
Average	9.64	-3.36	70.25	13.00	-2.00	83.94	3.36	1.36	15.46

4	<i>NA - Not Applicable. Pupils who lacked Basic Reading Proficiency and therefore could not attempt the Exam. NT - Not Tested. Pupils who were not tested for other reasons.</i>
	<i>Red number pupil - pupils who have learning difficulties and learn in a special program but also are integrated into the mainstream class</i>
	<i>Change in Reading Comp. Score is calculated ONLY for those pupils who were tested twice, therefore the average change is not equal to the difference between the two tests' averages.</i>

Rashi School - Second Grade #2 : Five Months in the Model

# pupil	Date 12/15/07 Entering the Model			Date 5/30/08 Five Months in Model			Progress while learning in the Model			
	Reading Evaluation - Running Records		Standardized Written Test	Reading Evaluation - Running Records		Standardized Written Test	Progress	Number of Levels Advanced	Standardized Written Test	
	Reading Level (1-30)	Compared to Standard - level 8	Reading Comp. Score (out of 100%)	Reading Level (1-30)	Compared to Standard - level 10	Reading Comp. Score (out of 100%)	in # of Reading Levels	beyond expected 2 levels	CHANGE in Reading Comp. Score	
1	4	-4	72	8	-2		4	2		
2	10	2	96	13	3		3	1		
3	10	2	72	10	0		0	-2		
4	5	-3	74	9	-1		4	2		
5	10	2	90	15	5		5	3		
6	6	-2	79	10	0	<i>this class was part of the sample which took the statewide exam - scores are not back yet</i>	4	2		
7	10	2	92	15	5		5	3		
8	8	0	92	15	5		7	5		
9	6	-2	88	10	0		4	2		
10	2	-6	38	8	-2		6	4		
11	8	0	91	13	3		5	3		
12	4	-4	62	9	-1		5	3		
13	6	-2	67	11	1		5	3		
14	6	-2	86	11	1		5	3		
15	3	-5	68	8	-2		5	3		
16	3	-5	61	8	-2		5	3		
17	4	-4	78	8	-2		4	2		
18	2	-6	NA	4	-6		2	0		
19	8	0	94	14	4		6	4		
20	7	-1	80	14	4		7	5		
Average	6.10	-1.90	77.89	10.65	0.65			4.55	2.55	

5	<i>NA - Not Applicable. Pupils who lacked Basic Reading Proficiency and therefore could not attempt the Exam. NT - Not Tested. Pupils who were not tested for other reasons.</i>
	<i>Red number pupil - pupils who have learning difficulties and learn in a special program but also are integrated into the mainstream class</i>
	<i>Change in Reading Comp. Score is calculated ONLY for those pupils who were tested twice, therefore the average change is not equal to the difference between the two tests' averages.</i>

Nordau School - Third Grade #2 : Five Months in the Model

# pupil	Date 12/15/07 Entering the Model			Date 5/30/08 Five Months in Model			Progress while learning in the Model		
	Reading Evaluation - Running Records		Standardized Written Test	Reading Evaluation - Running Records		Standardized Written Test	Progress	# of Levels Advanced	Standardized Written Test
	Reading Level (1-30)	Compared to Standard - level 13	Reading Comp.Score (out of 100%)	Reading Level (1-30)	Compared to Standard - level 15	Reading Comp.Score (out of 100%)	in # of Reading Levels	beyond expected 2 levels	CHANGE in Reading Comp.Score
1	7	-6	50	10	-5	60	3	1	10
2	10	-3	70	13	-2	64	3	1	-6
3	11	-2	80	13	-2	62	2	0	-18
4	14	1	78	13	-2	84	-1	-3	6
5	4	-9	NA	11	-4	53	7	5	.
6	10	-3	77	11	-4	NT	1	-1	.
7	10	-3	NT	11	-4	58	1	-1	.
8	4	-9	65	11	-4	NT	7	5	.
9	15	2	80	17	2	89	2	0	9
10	9	-4	91	11	-4	74	2	0	-17
11	9	-4	71	12	-3	60	3	1	-11
12	10	-3	68	11	-4	NT	1	-1	.
13	11	-2	94	14	-1	89	3	1	-5
14	4	-9	58	13	-2	78	9	7	20
15	15	2	91	16	1	76	1	-1	-15
16	3	-10	NA	6	-9	NT	3	1	.
17	4	-9	NA	8	-7	NT	4	2	.
18	4	-9	NA	6	-9	NT	2	0	.
19	13	0	74	15	0	79	2	0	5
20	7	-6	62	13	-2	NT	6	4	.
21	7	-6	NT	9	-6	NT	2	0	.
22	9	-4	97	15	0	84	6	4	-13
23	15	2	78	17	2	86	2	0	8
24	9	-4	67	12	-3	NT	3	1	.
25	13	0	67	16	1	75	3	1	8
26	4	-9	NA	8	-7	NT	4	2	.
27	15	2	73	16	1	NT	1	-1	.
28	13	0	73	13	-2	57	0	-2	-16
29	4	-9	NA	10	-5	63	6	4	.
30	6	-7	74	11	-4	66	5	3	-8
31	11	-2	95	14	-1	93	3	1	-2
32	15	2	98	16	1	76	1	-1	-22
33	9	-4	67	12	-3	75	3	1	8
34	14	1	98	16	1	85	2	0	-13
35	9	-4	47	11	-4	48	2	0	1
36	14	1	NT	14	-1	NT	0	-2	.
Average	9.47	-3.53	75.67	12.36	-2.64	72.25	2.89	0.89	-1.36